

INSTRUCTIONAL MATERIAL

REQUEST FOR APPROVAL

FALL 2022

Title Notes/Description	Author	Content Area	Min/Max
Delta Math	Delta Math	Mathematics	9-12

Copyright 2021

This resource offers teachers a chance to create assignments, warm-ups, or review. Students and teachers are given immediate feedback of skill application and knowledge. This platform allows teachers to customize to the student and offers internal support tools if students are struggling to master content. The content allows students to access rigorous, standards-aligned questions that allows them to engage in assigned skills, real-time.

Standards:

- 1. Number and Quantity
- 2. Algebra and Functions
- 3. Data, Statistics, and Probability
- 4. Geometry

Think Again

Grant. Adam

Literacy

9-12

Copyright 2021

Think Again, a non-fiction text by Adam Grant, explores how to instill a culture of curiosity and exploration both within yourself and encourage that same behavior in others.

Standards:

- 1. Oral Expression and Listening
- 3. Writing and Composition
- 4. Research Inquiry and Design

Murder on the Orient Express

Christie, Agatha

Literacy

9-12

Copyright 2011

This classic mystery is an engaging text for students in terms of subject matter yet Christie's language provides challenge for students encountering her writing for the first time. We will use this text to acquaint students with mystery as a significant genre, especially the "locked-room" mystery in which detecting evidence is markedly highlighted. This particular novel also exemplifies the impact that history, current events, and geography have on ficiton.

- 1. Oral Expression and Listening
- 2. Reading for All Purposes
- 3. Writing and Composition
- 4. Research Inquiry and Design

Title Notes/Description	Author	Content Area	Min/Max
Go! Welcome Newcomers	Gray, PJ	World	9-12
	~	Language	

Copyright 2019

The GO! Welcome Newcomers library introduces life in the United States to immigrant tweens. As these students learn English and adapt to living in a new country, they must also learn to fit in academically and socially. Developed around 14 key topics, this program gives recent immigrants relevant information at an accessible reading level supported by full-color photographs. Featuring diverse characters in contemporary settings, the books resonate with newcomers in upper elementary and middle school.

Each topic is covered by a pair of books, one nonfiction and one fiction. GO! Welcome Newcomers places special emphasis on building vocabulary because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards and in the Teacher's Guide included in the box.

Standards:

- 1. Communication
- 2. Cultures/Intercultural Communication
- 3. Connections
- 4. Comparisons

NV-L	Gray, PJ	World	9-12
Welcome Newcomers		Language	
	Copyright 2018		
The Welcome Newcomers library			
to immigrant teens. As these stud			

The Welcome Newcomers library is a unique instructional solution that introduces life in the United States to immigrant teens. As these students learn English and adapt to living in a new country, they must learn to fit in socially and academically. Developed around 14 topics that are critical to success in American schools and communities, Welcome Newcomers gives recent immigrants relevant information supported by full-color photographs of diverse teens in real-world settings.

The program includes nonfiction and fiction books, survival vocabulary cards, lesson plans, reproducible activities, and assessments. Each topic is covered by a pair of books, one nonfiction and one fiction. The 64-page nonfiction and 48-page fiction books feature easy-to-read text and engaging photographs.

Welcome Newcomers places special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards included in the box. Featuring diverse characters in contemporary settings, the books resonate with newcomers in secondary and adult programs

- 1. Communication
- 2. Cultures/Intercultural
- 3. Communication
- 4. Connections

Title Notes/Description	Author	Content Area	Min/Max
SEL Teen Literacy Library	Gray, PJ; Silva Shanna; Herman, Gail;	World Langauges	6-12
	Reitmann, Kathleen		

Copyright 2020

With the increase in digital forms of communication and the increased pressures of today's world, schools are facing new challenges in supporting students and helping them learn social and emotional skills. The SEL Teen Literacy Library is a unique solution that uses nonfiction and fiction to help teens think about and discuss topics critical to successful social interactions and emotional health. Texts are organized around 12 key SEL topics that cover both self-awareness and social awareness, and is written at multilevels of English Proficiency.

Because recognizing and dealing with emotions is such an important aspect of social and emotional learning, emphasis is placed on 60 emotion words (5 for each topic). Each emotion is represented on a traditional vocabulary card with a photo on one side and the word and definition on the other as well as on an Emoti-Card featuring an illustration of the emotion with facial cues and gestures to help students better identify that emotion when interacting with others. Together with extensive instructional support in the form of lessons, activities, role-plays, and assessments, the books and cards in this collection provide the perfect solution to incorporating SEL instruction into content area classes and with English Language Development.

Standards:

- 1. Communication
- 2. Cultures/Intercultural Communication
- 3. Connections
- 4. Comparisons

La	perezosa	impati	iente

Canion, Mira

6-12

World

Language

Copyright 2018

A highly-comprehensible level 1-2 Spanish novel that can be used for FVR or whole-class reading. The novel is fun and engaging, using high-frequency vocabulary that students want (and need) to learn. I have several students reading this book right now during FVR, and they really like the novel.

- 1. Communication
- 2. Cultures/Intercultural Communication
- 3. Connections
- 4. Comparisons

Title Notes/Description	Author	Content Area	Min/Max
<u>Ventures Basic Student's Book;</u> <u>Ventures Basic Literacy</u> <u>Workbook; Ventures Basic</u> <u>Workbook</u>	Gretchen Bitterlin; Dennis Johnson, Donna Price, Syliva Ramirez, K. Lynn Savage (Series Editor)	World Languages	Adult and Family

Copyright 2018

A standards-based ESL series for adult education. Ventures features an integrated-skills approach that teaches practical communication in an educational, workplace, family, or community setting. The flexibility of this series ensures ease of use in open-enrollment, managed-enrollment, and traditional programs. The Student's Book has lessons with culture notes, speaking, reading, and writing tips to support exercises. The Basic Literacy Workbook provides reading- and writing-readiness activities, while reinforcing the language and themes in the Student's Book. The Workbook helps reinforce lessons in the Student's Book with an answer key for self-study. Both books have QR codes to access audio for self-study, and in the Student's Book, there are QR codes to watch grammar videos.

- 1. Communication
- 2. Cultures/Intercultural Communication
- 3. Connections
- 4. Comparisons



Content Facilitator Name/Role Conducting Review: Cor Paul Bunge	tent Area:		Gra	ade Level:
Ma	thematics		6-1	2
Title of instructional resource: Delta Math				
Requested by: Principal:		School	/Departme	nt:
nifer Wilson, Ileana Del Valle, Tracy Request via math ton, Darren Kelley, Adam Jeffrey department chairs Math Departments: Coronado, Jenkins, North, Achieve Online				
Cost per Unit: \$1 per student (\$2 is integral license was One Time Purchase: □ Recurring Purchase: ⊠ *Online Student Content: ⊠ *Online Teacher Content: ₽ *Attach the Happy Fox Review Summary with submission.			1	al Cost: 00 total
Plan for long term use: (e.g. replacement costs) 0/50 model. Half has been supplied through Math Contex heir department budgets.	nt budget. S	Schools p	rovide half	of the budget through
Did this material go through a short cycle of innovation If yes, attach a print out of the evidence collection with this submission.	process?		YES: NO:[
Insert the Brief Description of Material (to be entered into the This resource offers teachers a chance to create assignments, immediate feedback of skill application and knowledge. This p internal support tools if students are struggling to master cont standards-aligned questions that allows them to engage in as	warm-ups, oi latform allov ent. The con	r review. S ws teacher ntent allow	s to custom	ize to the student and offer
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Content Facilitator: Paul Bung Name: Paul Bunge Signature:	je	of a selection committee, plea committee and provide a copy this submission:	y of the membership list with his came through the request of
	GENERAL USE: 🗖	SELECTED USE [] (add parameters below):	DO NOT RECOMMEND

Area Superintendent:			
Name:			
Signature: Sherry	Attrebarl	e 9/24/	22
RECOMMEND	GENERAL USE: 🗆	SELECTED USE (add parameters below):	DO NOT RECOMMEND
Director of Curriculum and Ins	truction:		
Name: KAROL GAT Signature: Rarello	res	10/11/=	2023
	GENERAL USE: 🗆	SELECTED USE 🗖 (add parameters below):	DO NOT RECOMMEND

URL link for Integral Demo Account:

https://www.deltamath.com/

Username: integraltrial+d11@deltamath.com Password: deltamath123



	g Review: Cont	ent Area:		Gr	ade Level: 9-12
Iykel Knight	Liter	асу			
itle of instructional resource: hink Again					
Requested by: Katherine Regan	Principal: Lana Fle	nniken	School/I	Departme	ent: Dohert/RWC
*Online Student Content: *Online	ng Purchase: Teacher Content:			Tot	al Cost: \$502.50
*Attach the Happy Fox Review Summary with subm Plan for long term use: (e.g. replacem copies as needed.		ol will purc	chase the r	resource	o replace or expand
Did this material go through a short configuration of the state of the		rocess?		YES NO	: □ :¤Q
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Content	1			
Developmental Stage/s	8			
Is the well aligned, moderately aligned or not aligned to	Well-	Moderately	Not	
Colorado Academic Standards or the D11 Blueprints?	Aligned 🕅	Aligned 🛛	Aligned: 🗆	
Does the material foster deeper understanding of disciplinary	ф.			
literacy in the subject areas?				
Does the material offer a balance of content, concepts and skills	N			
for students to engage with in their learning?				
Does the material offer a variety if ways students can	54			
demonstrate their learning?				
Does the material use a wide variety of diverse, culturally	X			
relevant/responsive content?				
Does the material offer a wide range of depth of knowledge and	¥.			
rigor to meet the needs to differentiate instruction for all				
learners?				
Does the material offer supports for ongoing formative	(A)			
assessments offering teachers and students opportunities to				
give/receive immediate feedback for learning?				
Have you verified the principal/site leader approves of this	X			
request?				
Do you recommend this material for use?	Yes: 🔊	N	o: 🗆	
If yes, do you recommend it for general use or selected use?	General:	Selec	cted: 🗆	

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Content Facilitator: Name: Mykel Knight Signature:	ight	If the Content Facilitator is ex of a selection committee, plea committee and provide a cop this submission:	
	GENERAL USE: 🕅	SELECTED USE 🗖 (add parameters below):	DO NOT RECOMMEND

Area Superintendent: Name: Darren Joiner Signature:								
RECOMMEND A	RECOMMEND & GENERAL USE: C SELECTED USE (add DO NOT RECOMMEND parameters below):							
Director of Curriculum and Instruction: Name: KARDE GARTES Signature: No. A.								
	GENERAL US	SELECTED USE (add parameters below):	DO NOT RECOMMEND					

Colorado Springs School District 11 Curriculum & Instruction

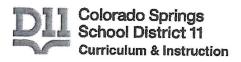
Cut and pasterinformation from the submission form here:

Mykel Knight	lew: Co	ntent Area:		G	rade Level: 9-12
· · ·	Lite	eracy	racy		
Title of instructional resource: Murder on the Orient Express					
Requested by: Laura Stuckey Prin	cipal: Darin	Smith	School	'Departm	ent: Coronado/RWC
Cost per Unit: \$14.14					
One Time Purchase: 🖾 Recurring Purchase: 🗆					tal Cost: \$424.20
*Online Student Content: *Online Teach		3			
*Attach the Happy Fox Review Summary with submission.					
Plan for long term use: (e.g. replacement co copies as needed.	osts) The sch	ool will purc	hase the	resource	to replace or expand
Did this material go through a short cycle of		process?		YES	: 🗆
If yes, attach a print out of the evidence collection with this	submission.			NO	: 🔯
Insert the Brief Description of Material (to be en	tered into the	material date	abase)		
This classic mystery is an engaging text for s				r. vet Chr	istie's language provides
challenge for students encountering her wr	iting for the	first time. W	e will use	this text	to acquaint students with
mystery as a significant genre, especially the	e "locked-ro	om" myster	v in which	detectin	evidence is markedly
highlighted. This novel also exemplifies the	impact that	history, curre	ent event	ts, and ge	ography have on fiction
		,,			Braphy have official.
Evaluation Checklist					
(please note any differences between the content facilitato inswers if applicable in the explanation column.)	r and requestor	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience		YES	NO	N/A	EXPLAIN
familicable addresses all manage stress from		YES DIG	NO	N/A	EXPLAIN
s consistent with D11 equity policy and cultural re		55			
s consistent with D11 equity policy and cultural re expectations.	elevance				EXPLAIN No Contro Versial Issue
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provided by the requestor? Contains current information opropriate for intended grade level/levels:	elevance necessitate a				

is the well aligned, moderately aligned or not aligned to	Well-	Moderately	Not	
Colorado Academic Standards or the D11 Blueprints?	Aligned	Aligned 🗆	Aligned: 🗆	
Does the material foster deeper understanding of disciplinary				
literacy in the subject areas?				
Does the material offer a balance of content, concepts and skills	凶			
for students to engage with in their learning?				
Does the material offer a variety if ways students can	M			
demonstrate their learning?				
Does the material use a wide variety of diverse, culturally	X			
relevant/responsive content?				
Does the material offer a wide range of depth of knowledge and	ĽX.			
rigor to meet the needs to differentiate instruction for all				
learners?				
Does the material offer supports for ongoing formative	阗			
assessments offering teachers and students opportunities to				
give/receive immediate feedback for learning?				
Have you verified the principal/site leader approves of this	161			
request?				
Do you recommend this material for use?	Yes: 🕱	N	o: 🗆	
If yes, do you recommend it for general use or selected use?	General:	Selec	ted: 🗆	

Content Facilitator: Name: Mykel Knight Signature: MMMU M	Mykel Knight Mykel Knight		pressing the recommendations ase insert the name of the y of the membership list with
RECOMMEND	General USE: 🕅	SELECTED USE (add parameters below):	DO NOT RECOMMEND

Area Superintendent: Branden Comfort Name: Signature: GENERAL USE: SELECTED USE 🗆 (add DO NOT RECOMMEND parameters below): Director of Curriculum and Instruction: MOL GATES Name: Signature; RECOMMEND GENERAL USE: SELECTED USE
(add DO NOT RECOMMEND parameters below):



Content Facilitator Name/Role Conducting Review Claudette Murtha	Content Area: CLDE (Culturally & Linguistically Diverse Education)	Grade Level: 9th-12 th grades
Title of instructional resource:		

Go! Welcome Newcomers

Requested by: Nicole Girardin	Principal: N/A	School/Depa Developmen	rtment: English Language t			
Cost per Unit: \$927.95						
One Time Purchase: 🛛 🛛 🛛 Recurr	ing Purchase: 🗌		Total Cost: \$13,919.25			
*Online Student Content: *Online Teacher Content: * *Attach the Happy Fox Review Summary with submission.						
Plan for long term use: (e.g. replacem copies as needed.	nent costs) The school will pure	chase the resou	rce to replace or expand			
Did this material go through a short c			YES: 🗆			
If yes, attach a print out of the evidence collection w	vith this submission.		NO:⊠			
Insert the Brief Description of Material (to be entered into the material database) The Welcome Newcomers library is a unique instructional solution that introduces life in the United States to immigrant teens. As these students learn English and adapt to living in a new country, they must learn to fit in socially and academically. Developed around 14 topics that are critical to success in American schools and communities, Welcome Newcomers gives recent immigrants relevant information supported by full-color photographs of diverse teens in real-world settings. The program includes nonfiction and fiction books, survival vocabulary cards, lesson plans, reproducible activities, and assessments. Each topic is covered by a pair of books, one nonfiction and one fiction. The 64-page nonfiction and 48-page fiction books feature easy-to-read text and engaging photographs. Welcome Newcomers places special emphasis on building vocabulary, because research indicates the importance of vocabulary acquisition for students learning English. Survival words related to each topic are highlighted in the books, with definitions provided in text boxes on the page for easy reference. These same words are featured on the full-color vocabulary cards included in the box. Featuring diverse characters in contemporary settings, the books resonate with newcomers in secondary and adult programs.						

Evaluation Checklist (please note any differences between the content facilitator and requestor answers if applicable in the explanation column.)	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience				This curriculum uses conten

			at a newcomer level. As compared with Lexia English and National Geographic, Saddleback is the only company that combines newcomer-level English access with relevant civics- based content.
If applicable, addresses all perspectives of controversial issues			
Is consistent with D11 equity policy and cultural relevance expectations.			Equity and diversity are at the forefront of Go Welcome Newcomers which is evident in the topics of their text, such as sports, nutrition, immigration and integration, social acclimation, and cultural awareness.
Are there incidents, words, or themes that might necessitate an optional title?			Teacher guides include scaffolding options, vocabulary cards, and glossaries
If the answer is yes above, do you concur with the options provided by the requestor?			
Contains current information			Texts are relevant to student needs regarding American culture, health resources, school expectations and basics, as well as career preparation and typical adult tasks, such as finding a home and money basics.
Appropriate for intended grade level/levels:			
Readability	×	D	
Content			
Developmental Stage/s			
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned 🖾	 	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?			
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?			
Does the material offer a variety if ways students can demonstrate their learning?			

Does the material use a wide variety of diverse, culturally relevant/responsive content?				
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?				
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?		D	D	
Have you verified the principal/site leader approves of this request?				
Do you recommend this material for use?	Yes: 🛛	N	o: 🗆	
If yes, do you recommend it for general use or selected use?	General: 🛛	Selec	cted: 🗆	

Content Facilitator: Name: Claudette Murtha Signature:	nuntra	If the Content Facilitator is expressing the recommenda of a selection committee, please insert the name of the committee and provide a copy of the membership list this submission:		
	GENERAL USE: 🛛	SELECTED USE □ (add parameters below):	DO NOT RECOMMEND	

,

Area Superintendent:						
Name:						
Signature: Sherry Alaballe 9/210/22						
	GENERAL USE:	SELECTED USE 🗆 (add	DO NOT RECOMMEND			
		parameters below):				
		I				
Director of Curriculum and Ins						
Name: KAROL G	ATES					
Signature: Karele	San					
RECOMMEND	GENERAL USE:	SELECTED USE (add parameters below):	DO NOT RECOMMEND			



-C

Content is appropriate for intended audience

Content Facilitator Name/Role Conductii Claudette Murtha	e Murtha CLDE (Culturally & Linguistically Diverse Education)		CLDE (Culturally & Linguistically Diverse		ade Level: 9th-12 th grades
Title of instructional resource: Welcome Newcomers					
Requested by: Nicole Girardin	Principal: N/A		School/ Develop	-	nt: English Language
*Online Student Content: *Online *Attach the Happy Fox Review Summary with submit					al Cost: \$13,919.25
Plan for long term use: (e.g. replacem copies as needed.	ent costs) The schoo	ol will pure	hase the i	resource t	o replace or expand
Did this material go through a short cy If yes, attach a print out of the evidence collection w		rocess?		YES: NO:	
The Welcome Newcomers library is a u immigrant teens. As these students lea socially and academically. Developed a communities, Welcome Newcomers giv photographs of diverse teens in real-we The program includes nonfiction and fi and assessments. Each topic is covered and 48-page fiction books feature easy Welcome Newcomers places special en of vocabulary acquisition for students l	rn English and adap round 14 topics tha ves recent immigrar orld settings. ction books, surviva l by a pair of books, -to-read text and er nphasis on building earning English. Sur	t to living t are critic nts relevan Il vocabula one nonfie ngaging ph vocabular vival word	in a new c al to succe t informat ry cards, le ction and c otographs y, because s related t	ountry, th ess in Ame tion suppo esson plar one fiction a e research to each to	ey must learn to fit in rican schools and orted by full-color as, reproducible activities, a. The 64-page nonfiction indicates the importance pic are highlighted in the
books, with definitions provided in text the full-color vocabulary cards included books resonate with newcomers in sec	in the box. Featuri	ng diverse			
Evaluation Checklist (please note any differences between the content fa	cilitator and requestor	YES	NO	N/A	EXPLAIN

 \boxtimes

This curriculum uses content

				at a newcomer level. As compared with Lexia English and National Geographic, Saddleback is the only company that combines newcomer-level English access with relevant civics- based content.
If applicable, addresses all perspectives of controversial issues				
Is consistent with D11 equity policy and cultural relevance expectations.				Welcome Newcomers fosters, supports, and promotes racial and ethnic diversity through the content texts.
Are there incidents, words, or themes that might necessitate an optional title?				Teacher guides include scaffolding options, vocabulary cards, and glossaries
If the answer is yes above, do you concur with the options provided by the requestor?				
Contains current information				Texts are relevant to student needs regarding American culture, health resources, school expectations and basics, as well as career preparation and typical adult tasks, such as finding a home and money basics.
Appropriate for intended grade level/levels:	1	L		I
Readability				
Content				
Developmental Stage/s		D		
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned ⊠	Moderately Aligned 🛛	Not Aligned: 🗆	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?				
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?				
Does the material offer a variety if ways students can demonstrate their learning?				
Does the material use a wide variety of diverse, culturally relevant/responsive content?				
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?				
	\boxtimes			

assessments offering teachers and students opportunities to give/receive immediate feedback for learning?				
Have you verified the principal/site leader approves of this request?				
Do you recommend this material for use?	Yes: 🛛	N	lo: 🗆	
If yes, do you recommend it for general use or selected use?	General: 🗵	Sele	cted: 🗆	



Content Facilitator Name/Role Conductin				1	
Claudette Murtha	~~	Intent Area		1	Grade Level: 6th-12 th grades
		DE (Cultura			
		Linguistically Diverse Education)			
Title of instructional resource:		acationy			
SEL Teen Literacy Library					
Requested by: Nicole Girardin	Principal: N/A		School Develo	/Departn pment	nent: English Language
Cost per Unit: \$987.95	nen anter en				
	ng Purchase: 🗆			T	otal Cost: \$14,819.25
	Teacher Content: l				
*Attach the Happy Fox Review Summary with submis		_			
Plan for long term use: (e.g. replaceme copies as needed.	ent costs) The sch	ool will pur	chase the	resource	to replace or expand
Did this material go through a short cy	cle of innovation	process?		YE	S: 🗆
If yes, attach a print out of the evidence collection with this submission.					D:⊠
Insert the Brief Description of Material (to With the increase in digital forms of com facing new challenges in supporting stud Literacy Library is a unique solution that critical to successful social interactions a cover both self-awareness and social aw Because recognizing and dealing with er emphasis is placed on 60 emotion words vocabulary card with a photo on one sid featuring an illustration of the emotion w when interacting with others. Together w plays, and assessments, the books and co instruction into content area classes and	nmunication and dents and helping uses nonfiction a and emotional he vareness, and is w notions is such ar s (5 for each topic e and the word a with facial cues ar with extensive ins ards in this collect	the increas g them learn and fiction t alth. Texts a vritten at m n important c). Each emo nd definitio nd gestures structional s	ed pressu n social an to help tee are organi ultilevels of aspect of ption is re n on the o to help st support in e the perfi	id emotio ens think zed arou of English social an presente other as v udents b the form ect soluti	about and discuss topics about and discuss topics about and discuss topics about and discuss topics and 12 key SEL topics that Proficiency. d emotional learning, d on a traditional vell as on an Emoti-Card etter identify that emotion
Evaluation Checklist (please note any differences between the content facil	litator and requestor	YES	NO	N/A	EXPLAIN

		<u></u>	experience stress levels equal to that of adults. SEL
			Teen Literacy Library helps students navigate daily academic and social life, especially those that are
			coming from dual language backgrounds and who are integrating into a new language, culture, and
			school system.
If applicable, addresses all perspectives of controversial issues			Social and emotional vocabulary and communication is essential in secondary education and during the teen years. The literature and text provided offer various perspectives that allow students to discuss and employ vocabulary to express themselves both orally and in written form.
Is consistent with D11 equity policy and cultural relevance expectations.	×		SEL Teen Library provides a foundation of vocabulary and content that provides English Language Learners access to opportunities to communicate needs, and reach out for clarification confidently.
Are there incidents, words, or themes that might necessitate an optional title?			SEL Teen Literacy Library includes text, glossaries, vocabulary cards, and picture reference cards.
If the answer is yes above, do you concur with the options provided by the requestor?		⊠	
Contains current information			Social and emotional content is current and very relevant for secondary teen students. The text provides understanding and opposing perspectives that create a safe space for discussion and language development.
Appropriate for intended grade level/levels:			
Readability			
Content			
Developmental Stage/s			

Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned 🛛	Moderately Aligned	Not Aligned: 🗖	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?				
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?				
Does the material offer a variety if ways students can demonstrate their learning?				
Does the material use a wide variety of diverse, culturally relevant/responsive content?	×			
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?				
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?	×			
Have you verified the principal/site leader approves of this request?				
Do you recommend this material for use?	Yes: 🛛	No	:0	
If yes, do you recommend it for general use or selected use?	General: 🗵	Select	ed: 🗆	

Content Facilitator: Name: Claudette Murtha Signature:	munha	If the Content Facilitator is expressing the recommend of a selection committee, please insert the name of th committee and provide a copy of the membership list this submission:	
RECOMMEND A GENERAL USE:		SELECTED USE 🖾 (add parameters below): Newcomer students	DO NOT RECOMMEND

Area Superintendent:					
Name:					
signature: Sherry Halbach 9/2/0/22					
RECOMMEND	GENERAL USE: 🗆	SELECTED USE (add parameters below):	DO NOT RECOMMEND		
Director of Curriculum and Ins					
Name: CAROL	GATES				
Ya Ol		10/11/202	2		
Signature:			1		
	GENERAL USE: 🗆	SELECTED USE (add parameters below):	DO NOT RECOMMEND		

Content Facilitator: Name: Claudette Murtha Signature:	Murha	If the Content Facilitator is expressing the recommendation of a selection committee, please insert the name of the committee and provide a copy of the membership list with this submission:	
	GENERAL USE: 🗆	SELECTED USE 🖾 (add parameters below): Newcomer students	DO NOT RECOMMEND

Area Superintendent:					
Name:					
signature: Sherry & All Dach 9/26/22					
	GENERAL USE: 🗆	SELECTED USE [] (add	DO NOT RECOMMEND		
		parameters below):			
Director of Curriculum and Ins	truction:				
Name: KAROL GI Signature: Korolf	ATES	10/11/2022			
	GENERAL USE: 🗙	SELECTED USE □ (add parameters below):	DO NOT RECOMMEND		

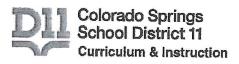


Content Facilitator Name/Role Conduction Claudette Murtha	001	itent Area:		0	Grade Level: 6 th -12 th grades
Title of instructional resource: La perezosa impatiente	Wo	rld Languag	<u>ge</u>		
Requested by: Amy O'Connor	Principal: Lara Di	sney	School	/Departn	nent: Palmer High School
Cost per Unit: \$8.00 if bought in packs	of 5				
	ng Purchase: Teacher Content: ssion.]			otal Cost: \$480.00
Plan for long term use: (e.g. replaceme copies as needed.		ool will pure	chase the	resource	e to replace or expand
Did this material go through a short cy If yes, attach a print out of the evidence collection wi		process?			ES: □ 0:⊠
Valuation Checklist (please note any differences between the content fac inswers if applicable in the explanation column.)	ilitator and requestor	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audiend	ce				I have compared it to over 15 level 1 novels and have found it to be highly comprehensible and compelling.
f applicable, addresses all perspectives of c	ontroversial issues				
s consistent with D11 equity policy and cult expectations.	ural relevance				The sloth in the story lives i Colombia and the novel addresses several cultural issues, including trafficking of exotic animals.
Are there incidents, words, or themes that r	night necessitate an				optional resource.

If the answer is yes above, do you concur with the options provided by the requestor?				
Contains current information				The book was written in 2018 (current) and the author researches her novels extensively.
ppropriate for intended grade level/levels:				
Readability	\boxtimes			
Content				
Developmental Stage/s				
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned ⊠	Moderately Aligned 🗆	Not Aligned: 🗆	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?				
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?	⊠			
Does the material offer a variety if ways students can demonstrate their learning?	⊠			
Does the material use a wide variety of diverse, culturally relevant/responsive content?				
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?				
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to give/receive immediate feedback for learning?				
Have you verified the principal/site leader approves of this request?				
Do you recommend this material for use?	Yes: 🛛	N	o: 🗆	
If yes, do you recommend it for general use or selected use?	General:	🛛 Sele	cted: 🗆	

Content Facilitator: Name: Claudette Murth Signature:	ha th Murtha	of a selection committee, p	expressing the recommendations please insert the name of the opy of the membership list with
RECOMMEND 🛛	GENERAL USE: 🖾	SELECTED USE 🗆 (add parameters below):	DO NOT RECOMMEND

Area Superintendent: Name: Byan & Relich Signature: Buyon U. Allich RECOMMEND 🗹 GENERAL USE: SELECTED USE [] (add DO NOT RECOMMEND parameters below): Director of Curriculum and Instruction: Name: AROL GATES 10/11/2022 Signature 5 RECOMMEND GENERAL USE: 📈 SELECTED USE [] (add DO NOT RECOMMEND parameters below):



ontent Facilitator Name/Role Conducting Review: Content Area:			1	Grade Level: 9-12	
Title of instructional resource: Ventures Basic Student's Book; Ventures Bas		Adult and Famil		L	rkbook
Requested by: Johanna Wolfe Prin Shie		lissa Burkhardt-	School/	Departn	nent: Adult & Family Ed. ESL
Cost per Unit: \$14.14 One Time Purchase: Recurring Pur *Online Student Content: *Online Teach *Attach the Happy Fox Review Summary with submission. Plan for long term use: (e.g. replacement co	er Conter		ase the		otal Cost: \$424.20 e to replace or expand
copies as needed. Did this material go through a short cycle of If yes, attach a print out of the evidence collection with this s		on process?	NG Quinta Francesco A a Construction on Anno		ES: □ 0:⊠
A standards-based ESL series for adult educa practical communication in an educational, w ensures ease of use in open-enrollment, mar lessons with culture notes, speaking, reading provides reading- and writing-readiness activ Book. The Workbook helps reinforce lessons have QR codes to access audio for self-study, videos.	vorkplace laged-enr , and wrii ities, whi in the Stu	e, family, or com rollment, and tra ting tips to supp ile reinforcing th udent's Book wit ne Student's Boo	munity so ditional ort exerc e langua h an ans	etting. T program ises. The ge and t wer key are QR c	he flexibility of this series is. The Student's Book has Basic Literacy Workbook hemes in the Student's for self-study. Both books
Evaluation Checklist (please note any differences between the content facilitator answers if applicable in the explanation column.)	and request	YES	NO	N/A	EXPLAIN
Content is appropriate for intended audience					It is aligned with the NRS Standards, CCRS Standards and ELPS. It is designed fo adult learners. Images are of adults and are up to dat and relevant to the adult learner.

If applicable, addresses all perspectives of controversial issues			\boxtimes	I see no controversial topics
Is consistent with D11 equity policy and cultural relevance expectations.				Images and examples given use people of various ethnicities, ages, and backgrounds.
Are there incidents, words, or themes that might necessitate an optional title?				This is a very basic curriculum covering themes such as: shopping, family, community, time, daily living. I don't see any incidents, words, or themes that might necessitate offering an optional resource.
If the answer is yes above, do you concur with the options provided by the requestor?				
Contains current information				While the curriculum was published in 2018, it is much more up to date than some of our other resources. It shows and teaches vocabulary for cell phones, computers. The help wanted ads look like they are from digital resources rather than from classified newspaper ads as our previous curriculum has.
Appropriate for intended grade level/levels:		1	1	
Readability				
Content				
Developmental Stage/s				
Is the well aligned, moderately aligned or not aligned to Colorado Academic Standards or the D11 Blueprints?	Well- Aligned ⊠	Moderately Aligned 🛛	Not Aligned: 🗆	
Does the material foster deeper understanding of disciplinary literacy in the subject areas?	⊠			
Does the material offer a balance of content, concepts and skills for students to engage with in their learning?				
Does the material offer a variety if ways students can demonstrate their learning?				
Does the material use a wide variety of diverse, culturally relevant/responsive content?				
Does the material offer a wide range of depth of knowledge and rigor to meet the needs to differentiate instruction for all learners?				
Does the material offer supports for ongoing formative assessments offering teachers and students opportunities to				

give/receive immediate feedback for learning?		1994 - Torono Carlos - Carlos		
Have you verified the principal/site leader approves of this request?	⊠	D		
Do you recommend this material for use?	Yes: 🛛	P	lo: 🗆	
If yes, do you recommend it for general use or selected use?	General: 🛛	Sele	cted: 🗆	

Content Facilitator:		If the Content Facilitator is expressing the recommendations		
Name: Claudette Murtha		of a selection committee, please insert the name of the		
Signature:		committee and provide a copy of the membership list with		
Claudtha Mucha		this submission:		
	GENERAL USE: 🛛	SELECTED USE □ (add parameters below):	DO NOT RECOMMEND	

Area Superintendent:						
Name: Scott Mendelsbers Signature: Scott Mendelsch						
	GENERAL USE: 🗆	SELECTED USE 2 (add	DO NOT RECOMMEND			
		parameters below):				
Director of Curriculum and Instruction:						
Name: KAROL GLATES						
Signature: Alan						
	GENERAL USE: 🗆	SELECTED USE	DO NOT RECOMMEND			
		parameters below):				
		Languages				